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BOOK REVIEWS

Examples of Industrial Education. By FRANK M. LEAVITT. Ginn & Co.
Pp. viii+330.

Professor Leavitt defines industrial education as the training which should be given to that large group of children who are not going to higher schools. The higher schools are vocational in a very proper sense of the term, but they are limited in scope, not preparing for the simpler and more common industries. The opportunities offered by the higher schools are therefore inadequate from the point of view of the great majority of the people.

The second part of Professor Leavitt's discussion sets forth the sources of the present vigorous demand for a modification of our American schools in the direction of more industrial training. Organized labor when it is clear as to the meaning of such training, the manufacturer who wants better labor, the professional educator, and finally the social worker who sees the conditions under which most boys and girls live, all unite in demanding a reorganization of our school system. No mere addition to the course of study will satisfy this demand, there must be a genuine remodeling of the school.

The third part of the book describes what has been done at different centers in the United States in the organizing of industrial courses. Many summaries of this type have appeared in recent years in reports of commissions and in reports of committees. This summary is, however, more complete and consequently more valuable to the student than any of the other reports. It classifies the schools also in such a way as to define clearly the underlying principle exemplified in the different experiments.

The book is well adapted for use as a textbook with teachers' classes. The individual teacher, whatever his part in the elementary school, will also find it profitable to acquaint himself or herself with the movement which is exercising so powerful an influence in present-day elementary education.

Professor Leavitt's recommendation for a solution of the problem presented in his summary of existing conditions is tempered by a recognition of the necessity of dealing with the present schools and reorganizing them rather than merely adding to them. He is prepared accordingly to favor several plans as particular circumstances may dictate in various cases. Some differentiation from the sixth grade on is the general solution of the problem, and much preparatory work can be carried on below the fifth grade in anticipation of the reorganization which is to be entered upon at the sixth grade. The exact character of this differentiation and of the preparatory work remains to be worked out in subsequent studies.

CHARLES H. JUDD

A Scale for Measuring the Quality of Handwriting of School Children. By LEONARD P. AYRES, Department of School Hygiene, Russell Sage Foundation. New York, 1912.

This report sets forth the results of an investigation of the legibility of handwriting and of an attempt to construct a scale for the measurement of legibility on